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| **Halifax County Schools Elementary School Lesson Plan** | | | | | | | | | | | | | | | | |
| Subject: Math | **Teacher:** | | | | | | | | **Grade Level:**  5th Grade | | **Date(s):1st Six Weeks**  **Week 4:** | | | | | |
| **North Carolina Standard Course of Study**  *Standards:*  *(Common Core & Essential Standards)* | **(\*Indicates heavily weighted standards)**  **\*5.NBT.3** Read, write, and compare decimals to thousandths.  a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).  b. Compare two decimals to thousandths based on meanings of the digits in each place, using >;, =, and < symbols to record the results of comparisons. | | | | | | | | **I Can Statements /Learning Targets**  (I can……..) | | **Post I can… questions in the classroom.**  I can read, write, decimals to thousandths. **5.NBT.3, a**  I can compare decimals to thousandths. **5.NBT.3** | | | | | |
| **Technology Standards & Resources:** | | **5.SI.1** Apply criteria to determine appropriate information  resources for specific topics and purposes.  SMARTboard Technology: Notebook software, internet | | | | | |
| Essential Question(s): (What question(s) should students be able to answer at the end of the lesson/unit?) | **Post Essential Questions in the classroom.**  **5.NBT.3a** How do you read and write decimals in standard, expanded, and word form?  **5.NBT.3b** How do you compare and order decimal numbers? | | | | | | | | **Higher Order Thinking/Revised Blooms:**(Questions that will enable students to find connections or extend learning.) | | How will knowing how to compute multi digit numbers with decimals connect to my life?  How might the world be different without decimals?  How do you utilize decimals in your everyday life? | | | | | |
| **Vocabulary:**  Academic/Content | **5.NBT.3a** expanded form • number lines  **5.NBT.3b** greater than • less than • equal to • >,<,=  **Printable Math Vocabulary Cards** [http://www.graniteschools.org/depart/teachinglearning/curriculuminstruction/math/Pages/MathematicsVocabulary.aspx](http://www.graniteschools.org/depart/teachinglearning/curriculuminstruction/math/Pages/MathematicsVocabulary.aspx%20%20%20%20)  **Additional Vocabulary Options-**Vocabulary words posted on math word wall \*Varied methods of teaching vocabulary **Examples: 1. Foldables** (graphic organizer with folded paper): <http://foldables.wikispaces.com/Foldables> **2. Graphic Organizers:**  <http://www.cobbk12.org/Cheathamhill/LFS%20Update/Graphic%20Organizers.htm> | | | | | | | | **Resources:**  *Everyday Math*: Teacher Editions, Skills Link Book, Math Masters (teacher resource book), Math Student Reference Book (textbook) | | Wikispaces/Math Websites:  <http://maccss.ncdpi.wikispaces.net/file/view/CCSSMathTasks-Grade5.pdf/375611936/CCSSMathTasks-Grade5.pdf>  <http://3-5cctask.ncdpi.wikispaces.net>  <https://grade5commoncoremath.wikispaces.hcpss.org/>  <http://www.commoncoresheets.com/>    [http://www.mrmaffesoli.com](http://www.mrmaffesoli.com   )  <http://www.ixl.com/standards/common-core/math/grade-5>  <http://www.mathgoodies.com/standards/alignments/grade5.html> | | | | | |
| **Standards for Mathematical Practices**  Highlight the practices you will use this week. | 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 2. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics 5. Use appropriate tools strategically. 3. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning | | | | | | | | | | | | | | | |
| **Mental Math and Reflexes** | **Monday**  EM Teacher Edition Vol.1 p. 385 | | | **Tuesday**  EM Teacher Edition Vol.1 p. 385 | | | **Wednesday**  EM Teacher Edition Vol.2 p. 548 | | | **Thursday**  EM Teacher Edition Vol.2 p. 574 | | | | | **Friday**  EM Teacher Edition Vol.2 p. | |
| Daily Whole Class-oral or writing activity  Encourage students to practice math skills mentally. Level 1 (easy), 2 (medium) and 3(difficult) indicate level of difficulty. | *Students record the numbers you read.*  **Level 1** eighty-five hundredths  Sixteen and five tenths  **Level 2** Two and seven hundredths  Ten and sixty-nine hundredths | | | *Students record the numbers you read.*  **Level 3**  Eight hundred four and nine hundreds  Twenty-two thousands | | | *Students record the numbers you read.*  **Level 1**630,726. Circle the 10-thousands digit. Underline the hundred-thousandths digit.  **Level 2** 263,014,613  Circle the millions digit  Underline the tenths digit. | | | **Level 1**  4\*10² = 400  7\*8² = 700  8\*10² =800 | | | | | **Level 2**  5\* 10⁴= 50,000  7\*10⁵=700,00 | |
| **Monday**  **Subject Integration:**  *Speaking/Listening*  5.SL.1, 5.SL.2a  5.SL.3, 5.SL.4  5.SL.6  *Writing-*5.W.2  *ReadingInformational*  *Text-*5.RI.7  Everyday Math Student Reference Textbook p.26-27  [Piece = Part = Portion: Fractions = Decimals =...](http://www.scholastic.com/teachers/redirect_by_legacy?type=work&legacy_id=1283970" \o "[Piece = Part = Portion])by [Scott Gifford](http://www.scholastic.com/teachers/redirect_by_legacy?type=contributor&legacy_id=96757&cw=true), illustrated by [Shmuel Thaler](http://www.scholastic.com/teachers/redirect_by_legacy?type=contributor&legacy_id=196949&cw=true)  772262 | **Whole Group5.NBT.3a**  **Pretesting4.NF. 5, NF.6, 4.NBT.3 -Skills Needed to master 5.NBT.4**(Assess students Resource:<https://grade5commoncoremath.wikispaces.hcpss.org/>)  **1. Mental Math and Reflexes-** Lead the students in mental math daily.  **2. Introduce Vocabulary** (present via Microsoft PowerPoint orcreate a vocabulary game via -<http://quizlet.com/> or <http://www.bigiqkids.com/SpellingVocabulary/Lessons/wordlist.html> (or use additional vocabulary options as posted in vocabulary section)  **3.Teacher Input-** The teacher will teach the concept of place value (extend understanding to decimals) with a mediapresentation(Learn Zillion has a PowerPoint for this lesson)- <https://learnzillion.com/lessons/3344-read-and-write-decimals-to-the-thousandths-using-a-place-value-chart> or http://www. Mathgoodies.com/lessons/decimals/read\_write.html) or written examples on the board.**Teacher Demonstration:** Introduce lesson with an ***Essential Question***- How do you read and write decimals in standard, expanded, and word form? Teach students to read, write, and compare decimals to thousandths and read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).**Studentswill view:**Learn Zillion-Video Title-Read and write decimals to the thousandths using a place value chart*website*:<https://learnzillion.com/lessons/3344-read-and-write-decimals-to-the-thousandths-using-a-place-value-chart>  **4.Guided Practice & Independent Practice**  a)*Whole group-*The teacher will engage students in discussion about the video, followed by whole group/partner practice work. Use this website to practice basic skills of the standard- <http://www.ixl.com/standards/common-core/math/grade-5>  *b) Independent Work-* Students will have an opportunity to practice math skills.*(See resources in the independent work section*.)  **5. Solving Word Problems-Math Notebook Journals**(select at least 1 a day) **Resources:** ClassScape, Schoolnet or 5th Grade Formative Assessment,  (website-[http://3-5cctask.ncdpi.wikispaces.net/5.NBT.1-5.NBT4](http://3-5cctask.ncdpi.wikispaces.net/5.NBT.1-5.NBT4%20) \*click on the standard 5.NBT.3a to view word problem) \*Review Problem Solving Strategies \* Students will: a) select a strategy b) solve the problem with an equation and a complete sentence c) Students will explain and prove/defend their answer | | | | | | | **Small Group**  \*Review procedures, rules and expectations for daily math workstations  **Guided Math Groups**  The teacher will meet with at least 2 groups a day. Teach or review a math standard based on data.  **Resources:**Select based on needs or see Resource Sections Independent work Section  **Spiral Standards:**  4.NF.6  **Group 1:**  **Low: Students Need Remediation**  Math Standard:  \*Name Students  **Group 2**  **Medium: Need Practice**  Math Standard:  \*Name Students  **Group 3:**  **High: Students Need Rigor and Enrichment**  Math Standard:  \*Name Students | | | | | **Independent Work**   * **Resources**-print activities from these websites or display the assignment on the SMARTboard for students to practice. * Read directions and complete at least 1 problems with the students and then allow them opportunities to practice independently   <http://www.mrmaffesoli.com/Printables/5NBT3/index.html> <http://www.mrmaffesoli.com/Printables/5NBT3A/index.html>  <http://www.commoncoresheets.com/Fractions.php>  **Interactive Math Games (Independent or Whole Group)**  <http://www.sheppardsoftware.com/mathgames/decimals/DecimalModels10.htm>  <http://www.sheppardsoftware.com/mathgames/decimals/DecimalModels.htm>  **Interactive Skill Practice**  <http://www.thatquiz.org/tq-c/?-j88-l6-n35-p0> words to decimals  Fractured Math Fairy Tales: Fractions & Decimals  By [Dan Greenberg](http://www.scholastic.com/teachers/bookwizard/books-by/dan-greenberg)  Fractured Math Fairy Tales | | | |
| **Tuesday**  **Subject Integration:**  *Speaking/Listening*  5.SL.1, 5.SL.2a  5.SL.3, 5.SL.4  5.SL.6  *Writing-*5.W.2  *ReadingInformational*  *Text-*5.RI.7  Everyday Math Student Reference Textbook p.26-27  **Literature Link:**  **Decimals**  Do you know Dewey? : exploring the Dewey decimal system by Brian P. Cleary ; illustrations by Joanne Lew-Vriethoff  Cover image for Do you know Dewey? : exploring the Dewey decimal system / Brian P. Cleary ; illustrations by Joanne Lew-Vriethoff. | **Whole Group5.NBT.3a**  **1.Mental Math and Reflexes-** Lead the students in mental math daily.  **2. Vocabulary**(present via Microsoft PowerPoint orcreate a vocabulary game via -<http://quizlet.com/> or <http://www.bigiqkids.com/SpellingVocabulary/Lessons/wordlist.html> (or use additional vocabulary options as posted in vocabulary section)  **3.Teacher Input-**The teacher will teach the concept of place value (extend understanding to decimals) with a media presentation(Learn Zillion has a PowerPoint for this lesson)or written examples on the board. **Teacher Demonstration:** Introduce lesson with an ***Essential Question***- How do you read and write decimals in standard, expanded, and word form?Teach students to read, write, and compare decimals to thousandths.a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).  **Students watchwill view:**Learn Zillion-Video Title-Read and write decimals to the thousandths using a place value chart *website*: [https://learnzillion.com/lessons /3344-read-and-write-decimals-to-thethousandths-using-a-place-value-chart](https://learnzillion.com/lessons%20/3344-read-and-write-decimals-to-thethousandths-using-a-place-value-chart)  **4.Guided Practice & Independent Practice**  a)*Whole group-*The teacher will engage students in discussion about the video, followed by whole group/partner practice work. Use this website to practice basic skills of the standard- <http://www.ixl.com/standards/common-core/math/grade-5>  *b) Independent Work-* Students will have an opportunity to practice math skills.*(See resources in the independent work section*.)  **5. Solving Word Problems-Math Notebook Journals**(select at least 1 a day)  **Resources:** ClassScape, Schoolnet or 5th Grade Formative Assessment,  (website-[http://3-5cctask.ncdpi.wikispaces.net/5.NBT.1-5.NBT4](http://3-5cctask.ncdpi.wikispaces.net/5.NBT.1-5.NBT4%20) \*click on the standard 5.NBT.3a to view word problem) \*Review Problem Solving Strategies \* Students will: a) select a strategy b) solve the problem with an equation and a complete sentence c) Students will explain and prove/defend their answer | | | | | | | **Small Group**  \*Review procedures, rules and expectations for daily math workstations  **Guided Math Groups**  The teacher will meet with at least 2 groups a day. Teach or review a math standard based on data.  **Resources:**Select based on needs or see Resource Sections Independent work Section  **Spiral Standards:**  4.NF.6  **Group 1:**  **Low: Students Need Remediation**  Math Standard:  \*Name Students  **Group 2**  **Medium: Need Practice**  Math Standard:  \*Name Students  **Group 3:**  **High: Students Need Rigor and Enrichment**  Math Standard:  \*Name Students | | | | | **Independent Work**   * **Resources**-print activities from these websites or display the assignment on the SMARTboard for students to practice. * Read directions and complete at least 1 problems with the students and then allow them opportunities to practice independently   <http://www.mrmaffesoli.com/Printables/5NBT3/index.html>  <http://www.mrmaffesoli.com/Printables/5NBT3A/index.html>  <http://www.commoncoresheets.com/Fractions.php>  **Interactive Math Games (Independent or Whole Group)**  <http://www.sheppardsoftware.com/mathgames/decimals/DecimalModels10.htm>  <http://www.sheppardsoftware.com/mathgames/decimals/DecimalModels.htm>  **Interactive Skill Practice**  <http://www.thatquiz.org/tq-c/?-j88-l6-n35-p0> words to decimals | | | |
| **Wednesday**  **Subject Integration:**  **ELA**  *Speaking/Listening*  5.SL.1, 5.SL.2a  5.SL.3, 5.SL.4  5.SL.6  *Writing-*5.W.2  *ReadingInformational*  *Text-*5.RI.7  Everyday Math Student Reference Textbook p.32-33  **Literature Link:**  **Decimals**  [Fractions, Decimals, and Percents](http://www.scholastic.com/teachers/redirect_by_legacy?type=work&legacy_id=1315980" \o "[Fractions, Decimals, and Percents])  by [David A. Adler](http://www.scholastic.com/teachers/redirect_by_legacy?type=contributor&legacy_id=3341&cw=true), illustrated by [Edward Miller](http://www.scholastic.com/teachers/redirect_by_legacy?type=contributor&legacy_id=163550&cw=true)  Fractions, Decimals, and Percents | **Whole Group5.NBT.3b**  **1.Mental Math and Reflexes-** Lead the students in mental math daily.  **2. Vocabulary**(present via Microsoft PowerPoint or create a vocabulary game via <http://quizlet.com/> or <http://www.bigiqkids.com/SpellingVocabulary/Lessons/wordlist.html> (or use additional vocabulary options as posted in vocabulary section)  **3.Teacher Input-** The teacher will teach the concept ofcomparing decimals with a media presentation(Learn Zillion has a PowerPoint for this lesson) or written examples on the board. **Teacher Demonstration:** Introduce lesson with an ***Essential Question***-How do you compare and order decimal numbers? Teach students to compare two decimals to thousandths based on meanings of the digits in each place, using >; =, and < symbols to record the results of comparisons.**Students will view:**Learn Zillion-Video Title**:** Compare decimals using fractions Website: <https://learnzillion.com/lessons/562-compare-decimals-using-fractions>  **4.Guided Practice & Independent Practice**  a)*Whole group-*The teacher will engage students in discussion about the video, followed by whole group/partner practice work. Use this website to practice basic skills of the standard- <http://www.ixl.com/standards/common-core/math/grade-5>  *b) Independent Work-* Students will have an opportunity to practice math skills.*(See resources in the independent work section*.)  **5. Solving Word Problems-Math Notebook Journals**(select at least 1 a day) **Resources:** ClassScape, Schoolnet or 5th Grade Formative Assessment,  (website-[http://3-5cctask.ncdpi.wikispaces.net/5.NBT.1-5.NBT4](http://3-5cctask.ncdpi.wikispaces.net/5.NBT.1-5.NBT4%20) \*click on the standard 5.NBT.3b to view word problem) \*Review Problem Solving Strategies \* Students will: a) select a strategy b) solve the problem with an equation and a complete sentence c) Students will explain and prove/defend their answer | | | | | | | **Small Group**  \*Review procedures, rules and expectations for daily math workstations  **Guided Math Groups**  The teacher will meet with at least 2 groups a day. Teach or review a math standard based on data.  **Resources:**Select based on needs or see Resource Sections Independent work Section  **Spiral Standards:**  4.NF.6  **Group 1:**  **Low: Students Need Remediation**  Math Standard:  \*Name Students  **Group 2**  **Medium: Need Practice**  Math Standard:  \*Name Students  **Group 3:**  **High: Students Need Rigor and Enrichment**  Math Standard:  \*Name Students | | | | | **Independent Work**   * **Resources**-print activities from these websites or display the assignment on the SMARTboard for students to practice. * Read directions and complete at least 1 problems with the students and then allow them opportunities to practice independently   <http://www.mrmaffesoli.com/Printables/5NBT3B/index.html>  <http://www.commoncoresheets.com/Fractions.php>  **Interactive Math Games (Independent or Whole Group)**  <http://www.sheppardsoftware.com/mathgames/decimals/CompareDecimals.htm>  **Interactive Skill Practice**  <http://www.thatquiz.org/tq-B/?-jg-lk-n35-p0> | | | |
| **Thursday**  **Subject Integration:**  **ELA**  *Speaking/Listening*  5.SL.1, 5.SL.2a  5.SL.3, 5.SL.4  5.SL.6  *Writing-*5.W.2  *ReadingInformational*  *Text-*5.RI.7  Everyday Math Student Reference Textbook p.32-33 | **Whole Group5.NBT.3b**  **1.Mental Math and Reflexes-** Lead the students in mental math daily.  **2. Vocabulary**(present via Microsoft PowerPoint or create a vocabulary game via <http://quizlet.com/> or <http://www.bigiqkids.com/SpellingVocabulary/Lessons/wordlist.html> (or use additional vocabulary options as posted in vocabulary section)  **3.Teacher Input-**The teacher will teach the concept ofcomparing decimals with a media presentation(Learn Zillion has a PowerPoint for this lesson) or written examples on the board. **Teacher Demonstration:** How do you compare and order decimal numbers? Teach students to compare two decimals to thousandths based on meanings of the digits in each place, using >; =, and < symbols to record the results of comparisons.**Students will view:**Learn Zillion-Video Title**:** Compare decimals using fractions Website: <https://learnzillion.com/lessons/562-compare-decimals-using-fractions>  **4.Guided Practice & Independent Practice**  a)*Whole group-*The teacher will engage students in discussion about the video, followed by whole group/partner practice work. Use this website to practice basic skills of the standard- <http://www.ixl.com/standards/common-core/math/grade-5>  *b) Independent Work-* Students will have an opportunity to practice math skills.*(See resources in the independent work section*.)  **5. Solving Word Problems-Math Notebook Journals**(select at least 1 a day) **Resources:** ClassScape, Schoolnet or 5th Grade Formative Assessment,  (website-[http://3-5cctask.ncdpi.wikispaces.net/5.NBT.1-5.NBT4](http://3-5cctask.ncdpi.wikispaces.net/5.NBT.1-5.NBT4%20) \*click on the standard 5.NBT.3b to view word problem) \*Review Problem Solving Strategies \* Students will: a) select a strategy b) solve the problem with an equation and a complete sentence c) Students will explain and prove/defend their answer | | | | | | | **Small Group**  \*Review procedures, rules and expectations for daily math workstations  **Guided Math Groups**  The teacher will meet with at least 2 groups a day. Teach or review a math standard based on data.  **Resources:**Select based on needs or see Resource Sections Independent work Section  **Spiral Standards:**  4.NF.6  **Group 1:**  **Low: Students Need Remediation**  Math Standard:  \*Name Students  **Group 2**  **Medium: Need Practice**  Math Standard:  \*Name Students  **Group 3:**  **High: Students Need Rigor and Enrichment**  Math Standard:  \*Name Students | | | | | **Independent Work**   * **Resources**-print activities from these websites or display the assignment on the SMARTboard for students to practice. * Read directions and complete at least 1 problems with the students and then allow them opportunities to practice independently   <http://www.mrmaffesoli.com/Printables/5NBT3B/index.html>  <http://www.commoncoresheets.com/Fractions.php>  **Interactive Math Games (Independent or Whole Group)**  <http://www.sheppardsoftware.com/mathgames/decimals/CompareDecimals.htm>  **Interactive Skill Practice**  <http://www.thatquiz.org/tq-B/?-jg-lk-n35-p0> | | | |
| **Friday**  **Subject Integration:**  **ELA**  *Speaking/Listening*  5.SL.1, 5.SL.2a  5.SL.3, 5.SL.4  5.SL.6  *Writing-*5.W.2  *ReadingInformational*  *Text-*5.RI.7  Everyday Math Student Reference Textbook p.26-27, p.32-33 | **Whole Group5.NBT.3a & b**  **Mental Math and Reflexes-** Lead the students in mental math daily.  **Formative Assessment Tasks**  website-<http://3-5cctask.ncdpi.wikispaces.net/5.NBT.1-5.NBT4>  \*Whole Group or Independent  \*Students will solve on paper or on dry erase boards | | | | | | | **Small Group**  \*Review procedures, rules and expectations for daily math workstations  **Guided Math Groups**  The teacher will meet with at least 2 groups a day. Teach or review a math standard based on data.  **Resources:**Select based on needs or see Resource Sections Independent work Section  **Spiral Standards:**  4.NF.6  **Group 1:**  **Low: Students Need Remediation**  Math Standard:  \*Name Students  **Group 2**  **Medium: Need Practice**  Math Standard:  \*Name Students  **Group 3:**  **High: Students Need Rigor and Enrichment**  Math Standard:  \*Name Students | | | | | **Independent Work**  **5.NBT.3a & 5.NBT 3b Assessment**  (\*Add Spiral Questions)  Students can take the assessment paper –pencil or  In Schoolnet or ClassScape. | | | |
| **Math Workstations** | | **Math with My Teacher**  Students attend this rotation during small group. | **Math by Myself**  *Examples:Project Based Learning, Math Drills-flash cards, activity cards/sheets* | | | **Math with Someone**  *Examples: Bingo, Math Drills- flash cards, Math Board Games*  **\*Resource for Games**  \*Everyday Math Student Reference Book  <http://maccss.ncdpi.wikispaces.net/file/view/5thgrade_GAMES_3.31.14.pdf/499871788/5thgrade_GAMES_3.31.14.pdf> | | | | | | **Math Vocabulary/ Writing***Examples: Vocabulary Terms, Graphic Organizers, Writing Steps to Solve Problems, Matching* | | | | **Math with Technology**  *Examples: iPad Apps, computer programs, Math Game Websites, Learning Odyssey, Study Island, etc.*  *.* |
| **Reflection-Checking for Understanding**  Students in need of remediation:  Action/Activities: | | | | | **Reflection-Checking for Understanding**  Students on target:  Action/Activities: | | | | | | | | | **Reflection-Checking for Understanding**  Students who need enrichment:  Action/Activities**:** | | |